



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Jordan-Small Middle School

SAU: RSU 14

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2010-2011 NCLB Report Card



School: Jordan-Small Middle School
SAU: RSU 14
Grade: 05



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						67						
	2009-2010	58	58	100	50	68	72	9	41	36	14	57	1
Female	2008-2009						70						
	2009-2010	33	33	100	61	76	78	12	48	33	6		
Male	2008-2009						64						
	2009-2010	25	25	100	36	60	67	4	32	40	24		
Caucasian/White	2008-2009						67						
	2009-2010	53	53	100	51	68	73	9	42	38	11		
African American/Black	2008-2009						46						
	2009-2010	2	2	100			57						
Hispanic	2008-2009						56						
	2009-2010	1	1	100			70						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	1	1	100			73						
American Indian or Native Alaskan	2008-2009						48						
	2009-2010	1	1	100			62						
Economically Disadvantaged	2008-2009						53						
	2009-2010	19	19	100	42	59	62	11	32	47	11		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						31						
	2009-2010	14	14	100	36	41	36	0	36	36	29		
Limited English Proficient	2008-2009						39						
	2009-2010	0	0				49						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Jordan-Small Middle School
SAU: RSU 14
Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	57	57	100	63	71	68	5	58	32	5	56	1
Female	2008-2009						76						
	2009-2010	37	37	100	68	69	74	5	62	27	5		
Male	2008-2009						66						
	2009-2010	20	20	100	55	72	63	5	50	40	5		
Caucasian/White	2008-2009						71						
	2009-2010	55	55	100	65	72	69	5	60	31	4		
African American/Black	2008-2009						51						
	2009-2010	0	0				47						
Hispanic	2008-2009						60						
	2009-2010	0	0				62						
Asian or Pacific Islander	2008-2009						74						
	2009-2010	0	0				70						
American Indian or Native Alaskan	2008-2009						54						
	2009-2010	2	2	100			56						
Economically Disadvantaged	2008-2009						58						
	2009-2010	16	16	100	44	56	56	6	38	44	13		
Migrant	2008-2009												
	2009-2010	0	0										
Students with Disabilities	2008-2009						33						
	2009-2010	11	11	100	9	30	29	0	9	64	27		
Limited English Proficient	2008-2009						45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Jordan-Small Middle School
SAU: RSU 14
Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						78						
	2009-2010	62	61	98	61	71	69	15	46	36	3	60	1
Female	2008-2009						84						
	2009-2010	38	37	97	65	76	76	24	41	32	3		
Male	2008-2009						73						
	2009-2010	24	24	100	54	68	62	0	54	42	4		
Caucasian/White	2008-2009						79						
	2009-2010	59	58	98	62	72	69	16	47	34	3		
African American/Black	2008-2009						60						
	2009-2010	1	1	100			53						
Hispanic	2008-2009						69						
	2009-2010	1	1	100			60						
Asian or Pacific Islander	2008-2009						83						
	2009-2010	1	1	100			77						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009						67						
	2009-2010	14	14	100	43	61	57	7	36	57	0		
Migrant	2008-2009						63						
	2009-2010	0	0										
Students with Disabilities	2008-2009						39						
	2009-2010	10	10	100	10	39	28	0	10	80	10		
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Jordan-Small Middle School
SAU: RSU 14
Grade: 08



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Group	Reading Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students	2008-2009						71																								
	2009-2010	49	48	98	63	68	68	4	58	27	10	48	0																		
Female	2008-2009						77																								
	2009-2010	17	17	100	76	77	76	12	65	12	12																				
Male	2008-2009						66																								
	2009-2010	32	31	97	55	62	61	0	55	35	10																				
Caucasian/White	2008-2009						72																								
	2009-2010	47	47	100	64	68	69	4	60	26	11																				
African American/Black	2008-2009						51																								
	2009-2010	1	0	0			50																								
Hispanic	2008-2009						66																								
	2009-2010	0	0				57																								
Asian or Pacific Islander	2008-2009						71																								
	2009-2010	0	0				76																								
American Indian or Native Alaskan	2008-2009						56																								
	2009-2010	1	1	100			50																								
Economically Disadvantaged	2008-2009						56																								
	2009-2010	10	10	100	50	62	56	0	50	40	10																				
Migrant	2008-2009						50																								
	2009-2010	0	0																												
Students with Disabilities	2008-2009						29																								
	2009-2010	12	11	92	9	20	26	0	9	64	27																				
Limited English Proficient	2008-2009						41																								
	2009-2010	0	0				43																								

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Jordan-Small Middle School
SAU: RSU 14
Grade: 05



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	58	58	100	69	69	64	19	50	19	12	57	1
Female	2008-2009						65						
	2009-2010	33	33	100	70	71	64	15	55	21	9		
Male	2008-2009						66						
	2009-2010	25	25	100	68	66	64	24	44	16	16		
Caucasian/White	2008-2009						67						
	2009-2010	53	53	100	72	70	65	19	53	17	11		
African American/Black	2008-2009						43						
	2009-2010	2	2	100			37						
Hispanic	2008-2009						52						
	2009-2010	1	1	100			55						
Asian or Pacific Islander	2008-2009						69						
	2009-2010	1	1	100			67						
American Indian or Native Alaskan	2008-2009						46						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009						53						
	2009-2010	19	19	100	58	57	51	16	42	16	26		
Migrant	2008-2009						38						
	2009-2010	0	0										
Students with Disabilities	2008-2009						38						
	2009-2010	14	14	100	57	43	34	21	36	14	29		
Limited English Proficient	2008-2009						40						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Jordan-Small Middle School
SAU: RSU 14
Grade: 06



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						54						
	2009-2010	57	57	100	68	66	63	30	39	18	14	56	1
Female	2008-2009						52						
	2009-2010	37	37	100	59	58	62	27	32	27	14		
Male	2008-2009						56						
	2009-2010	20	20	100	85	75	63	35	50	0	15		
Caucasian/White	2008-2009						55						
	2009-2010	55	55	100	71	66	64	31	40	16	13		
African American/Black	2008-2009						31						
	2009-2010	0	0				40						
Hispanic	2008-2009						37						
	2009-2010	0	0				49						
Asian or Pacific Islander	2008-2009						66						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009						34						
	2009-2010	2	2	100			50						
Economically Disadvantaged	2008-2009						40						
	2009-2010	16	16	100	38	56	49	13	25	19	44		
Migrant	2008-2009												
	2009-2010	0	0										
Students with Disabilities	2008-2009						26						
	2009-2010	11	11	100	55	36	29	18	36	9	36		
Limited English Proficient	2008-2009						30						
	2009-2010	0	0				36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Jordan-Small Middle School
SAU: RSU 14
Grade: 07



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						57						
	2009-2010	62	61	98	67	64	60	23	44	11	21	60	1
Female	2008-2009						59						
	2009-2010	38	37	97	59	62	59	27	32	14	27		
Male	2008-2009						56						
	2009-2010	24	24	100	79	66	61	17	63	8	13		
Caucasian/White	2008-2009						58						
	2009-2010	59	58	98	71	66	61	24	47	12	17		
African American/Black	2008-2009						32						
	2009-2010	1	1	100			35						
Hispanic	2008-2009						47						
	2009-2010	1	1	100			42						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	1	1	100			72						
American Indian or Native Alaskan	2008-2009						39						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009						42						
	2009-2010	14	14	100	64	51	46	14	50	0	36		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						23						
	2009-2010	10	10	100	30	33	25	0	30	0	70		
Limited English Proficient	2008-2009						27						
	2009-2010	0	0				36						

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SAU: RSU 14
Grade: 08



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	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						52						
	2009-2010	49	48	98	58	57	60	13	46	25	17	48	0
Female	2008-2009						54						
	2009-2010	17	17	100	53	55	60	18	35	35	12		
Male	2008-2009						51						
	2009-2010	32	31	97	61	58	59	10	52	19	19		
Caucasian/White	2008-2009						53						
	2009-2010	47	47	100	57	57	60	13	45	26	17		
African American/Black	2008-2009						31						
	2009-2010	1	0	0			34						
Hispanic	2008-2009						40						
	2009-2010	0	0				48						
Asian or Pacific Islander	2008-2009						60						
	2009-2010	0	0				68						
American Indian or Native Alaskan	2008-2009						37						
	2009-2010	1	1	100			46						
Economically Disadvantaged	2008-2009						36						
	2009-2010	10	10	100	50	46	45	10	40	20	30		
Migrant	2008-2009						17						
	2009-2010	0	0										
Students with Disabilities	2008-2009						18						
	2009-2010	12	11	92	27	27	21	9	18	27	45		
Limited English Proficient	2008-2009						26						
	2009-2010	0	0				29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School:	Jordan-Small Middle School
SAU:	RSU 14
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	100 99	99 99	62	70 71	71 69	99	100 99	99 99	64	68 63	63 61	99		95
Caucasian/White	100	100 99	99 99	64	70 71	71 69	100	100 99	99 99	66	69 64	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	100 98	99 99	43	58 59	60 56	100	100 98	99 99	46	56 53	50 47			
Students with Disabilities	98	99 96	97 98	13	31 30	36 28	98	99 97	97 98	42	43 34	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	3	6	1	3	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>